

Letter Naming Fluency Standard Directions for 1- Minute Administration Kindergarten and 1st grade

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position it so the student cannot see what the examiner records.
3. Say these specific directions to the student:
"Here are some letters (point to the student copy). Begin here, (point to first letter) and tell me the names of as many letters as you can. If you come to a letter you don't know, I'll tell it to you. Are there any questions? Put your finger under the first letter. Ready, begin."
4. Start your stopwatch. If the student fails to say the first letter name after 3 seconds, tell the student the letter name and mark it as incorrect. Point to the next letter to indicate for the child to move on.
5. If the student provides the letter sound rather than the letter name say, *"Remember to tell me the lettername, not the sound it makes."* This prompt may be provided once during the administration. If the student continues providing letter sounds, mark each letter as incorrect and indicate by making a note at the top of the examiner copy.
6. If the student does not get any correct letter names within the first 10 letters (1 row), discontinue the task and record a score of 0.
7. Follow along on the examiner copy. Put a slash (/) through letters named incorrectly.
8. The maximum time for each letter is 3 seconds. If a student does not provide the next letter with 3 seconds, tell the student the letter name and mark it as incorrect. Point to the next letter and say, *"what letter?"*
9. At the end of 1 minute, place a bracket (]) after the last letter named and say, *"Stop."*

Letter Naming Fluency Standard Scoring Guide for 1- Minute Administration Kindergarten and 1st grade

General Scoring Rules

WHAT IS A CORRECT LETTER NAME?

- A correctly named letter.
- Confused I's and L's as a function of font. Letters that look alike will have different names depending on the font and case. For these letters, either name is considered correct.
- Self-Corrections. If a student makes an error and corrects him/herself within 3 seconds, write "SC" above the letter and do not count it as an error.

NOTE: Articulation and Dialect. A student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /th/ for /s/ and pronounces "thee" for "see" when naming the letter "C," he/she should be given credit for naming the letter correctly. This is a professional judgment and should be based on the student's responses and any prior knowledge of his/her speech patterns.

WHAT IS AN INCORRECT LETTER NAME?

- Substitutions of a different letter for the stimulus letter (e.g., "P" for "D").
- Omissions of a letter.
- Stops or struggles with a letter for more than 3 seconds.

NOTE: Skipped Row. If a student skips an entire row, draw a line through the row and do not count the row in scoring.

Letter Sound Fluency Standard Directions for 1-Minute Administration Kindergarten and 1st grade

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position it so the student cannot see what the examiner records.
3. Say these specific directions to the student:
"Here are some letters (point to the student copy). Begin here, (point to first letter) and tell me the sounds (with emphasis) of as many letters as you can. If you come to a letter you don't know I'll tell it to you. Are there any questions? Put your finger under the first letter. Ready, begin."
4. Start your stopwatch. If the student fails to say the first letter sound after 3 seconds, tell the student the letter sound and mark it as incorrect. Point to the next letter and say, "what sound" (with emphasis) to indicate for the child to move on.
5. If the student says the letter name rather than the letter sound say, *"Remember to tell me the sound (with emphasis) the letter makes, not its name"*. This prompt may be provided once during the administration. If the student continues providing letter names, mark each letter as incorrect and make a note at the top of the examiner copy.
6. If the student does not get any correct letter sounds within the first 10 letters (1 row), discontinue the task and record a score of 0.
7. Follow along on the examiner copy. Put a slash (/) through letters sounds given incorrectly.
8. The maximum time for each letter is 3 seconds. If a student does not provide the next letter sound with 3 seconds, tell the student the letter sound and mark it as incorrect. Point to the next letter and say, *"what sound?"*
9. At the end of 1 minute, place a bracket (]) after the last letter named and say, *"Stop."*

Letter Sound Fluency Standard Scoring for 1-Minute Administration Kindergarten and 1st grade

WHAT IS A CORRECT LETTER SOUND?

- Students must provide the most COMMON sound of the letter. A pronunciation guide for most common sounds is in the appendix.
For example, /a/ would be the /a/ as in /CAT/ or /APPLE/ not the sound of /a/ as in /APE/
- Confused I's and L's a function of font. These letters that look alike would have different sounds depending on the font and case. For these letters, either sound is considered correct.
- Self-Corrections. If a student makes an error and corrects him/herself within 3 seconds, write "SC" above the letter and do not count it as an error.

NOTE: Articulation and Dialect. A student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /th/ for /s/ and pronounces "thee" for "see" when naming the letter "C", he/she should be given credit for naming the letter correctly. This is a professional judgment and should be based on the student's responses and any prior knowledge of his/her speech patterns.

WHAT IS AN INCORRECT LETTER SOUND?

- *Substitutes a different sound* for the stimulus letter sound.
For example, /puh/ would when the letter was /D/
- *Substitutes the less common sound* for the stimulus letter sound.
For example, the /a/ pronounced as in /APE/
- *Omission* of a letter sound
- *Stops or struggles* with a letter sound for more than 3 seconds.

NOTE: Skipped Row. If a student skips an entire row, draw a line through the row and do not count the row in scoring.

Phonemic Segmentation Standard Directions for 1-Minute Administration Kindergarten and 1st grade

1. Place the examiner copy on a clipboard and position it so that the student cannot see what the examiner records.
2. Say these specific directions to the student:
"I am going to say a word. After I say it, I want you to tell me all the sounds in the word. So, if I say, 'Sam,' you would say /s/ /a/ /m/. Let's try one (one-second pause). Tell me the sounds in 'mop.'"
"OK. Here is your first word."
3. Give the student the first word and start your stopwatch. If the student does not say a sound segment after 3 seconds, give the second word and score the first word as zero segments produced.
4. As the student says the sounds, mark the student response in the scoring column. Underline (____) each sound segment produced correctly. Put a slash (/) through sounds produced incorrectly.
5. As soon as the student is finished saying the sounds, present the next word promptly and clearly.
6. The maximum time for each sound segment is 3 seconds. If the student does not provide the next sound segment within 3 seconds, give the student the next word. If student provides the initial sound only, wait 3 seconds for elaboration.
7. At the end of *1 minute*, stop presenting words and scoring further responses. Place a bracket ([]) after the last segment produced. Add the number of sound segments produced correctly. Record the total number of sound segments produced correctly on the bottom of the scoring sheet.

DISCONTINUE RULE: If a student has not given any sound segments correctly in the *first 5 words*, discontinue the task and record a score of zero (0).

Note: Articulation and Dialect. The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /th/ for /s/ i.e. /r/ /e/ /th/ /t/ for "rest," he or she should be given credit for correct segmentation. This is a professional judgment and should be based on the student's responses and any prior knowledge of his/her speech patterns.

**Phonemic Segmentation Standard Scoring Directions for 1-Minute Administration
Kindergarten and 1st grade**

WHAT IS A CORRECT SEGMENT?

There are multiple ways a correct segment can be scored. Students may receive credit for any different, correct, part of the word represented by sounds that correspond to the word part. Students may receive credit for complete segmentation, incomplete segmentation, and overlapping segmentation. Schwa sounds, additions, and elongated sounds also are not counted as errors.

- *Complete segmentation:* The student is given credit for each correct sound segment produced correctly.

Examiner says “trick,” student says “t..r...i..ck” = 4 correct segments

Examiner says “cat,” student says “c..a..t” = 3 correct segments

- *Incomplete segmentation:* The student is given credit for each correct sound segment produced correctly, even if they have not segmented to the phoneme level.

Examiner says “trick,” student says “tr...ick” = 2 correct segments

Examiner says “cat,” student says “c...at” = 2 correct segments

- *Overlapping segmentation:* The student receives credit for each different correct sound segment of the word. Thus, /tri/ and /ick/ are both different, correct sound segments of “trick.”

Examiner says “trick,” student says “tri...ick” = 2 correct segments

Examiner says “cat,” student says “c...cat” = 1 correct segments

- *Schwa Sounds.* Schwa sounds (/u/) added to consonants are not counted as errors. Some phonemes cannot be pronounced correctly in isolation without a vowel, and some early learning of sounds includes the schwa.

Examiner says “trick,” student says “tu...ru...i...ku” = 4 correct segments

Examiner says “cat,” student says “ku...a...tu” = 3 correct segments

- *Additions.* Additions are not counted as errors if they are separated from the other sounds in the word.

No Error:

Examiner says “trick,” student says “t...r...i...ck...s” = 4 correct segments

Examiner says “cat,” student says “s...c...a...t” = 3 correct segments

- *Articulation and Dialect.* Imperfect pronunciations due to dialect or articulation are not counted as errors.

No Error:

Examiner says “rest,” student says “r...e...th...t” = 4 correct segments

- *Elongated Sounds.* The student may elongate the individual sounds and run them together as long as it is clear he or she is aware of each sound individually.

For example, if the student says, “rrrrrrreeeeessstttt,” they would receive credit for 4 phonemes produced correctly, /r/ /e/ /s/ /t/. This is a professional judgment and should be based on the student's responses and prior knowledge of the student's learning.

Nonsense Word Fluency Standard Directions for 1-Minute Administration Kindergarten and 1st grade

1. Place the practice items in front of the child. An example of the practice items is shown below. The copy has been reduced in size to save space.

Nonsense Word Practice Items

Bim lat

2. Explain the task using these specific directions:

"Look at this word (point to the first word on the practice probe). It's a make-believe word, not a real word. All the letters have sounds: (point to the letter "b") /b/, (point to the letter "i") /i/, (point to the letter "m") /m/. Altogether the sounds are /b/ /i/ /m/ (point to each letter) or "bim" (run your finger fast through the whole word). Remember, it is a made up word. You can say the sounds of the letters, /b/ /i/ /m/ (point to each letter), or you can say the whole word "bim" (run your finger fast through the whole word). Be sure to say any sounds you know. Ready? Lets try one. Read this word the best you can (point to the word "lat"). Point to each letter and tell me the sound or tell me the whole word."

<p>CORRECT RESPONSE:</p> <p>If the child responds "lat" or with some or all of the sounds, say</p>	<p>INCORRECT RESPONSE:</p> <p>If the child does not respond within 3 seconds or responds incorrectly, say</p>
<p>That's right. The sounds are /l/ /a/ /t/ or "lat"</p>	<p><i>Watch me:</i> (point to the letter "l") /l/, (point to the letter "a") /a/, (point to the letter "t") /t/. <i>Altogether the sounds are /l/ /a/ /t/ (point to each letter) or "lat" (run your finger fast through the whole word). Remember, you can say the sounds or you can say the whole word. Let's try again. Read this word the best you can (point to the word "lat").</i></p>

3. Place the student copy in front of the child.

"Here are some more make-believe words (point to the student probe). When I say "begin", start here (point to the first word), go across the page (point across the page), and read the words the best you can. Remember, you can tell me the sound of the letter or read the whole word. Put your finger under the first word. Ready, begin."

4. Start your stopwatch. If the student does not respond with a sound within 3 seconds, tell the student the sound and say, *"next sound?"* If they don't respond, or if they respond incorrectly, point to the next word.

5. If the student does not get any sounds correct in words 1-5, discontinue the task and record a score of 0.

6. Follow along on the examiner copy of the probe and underline each phoneme the student provides correctly, either in isolation or in the context of the nonsense word. Put a slash (/) over each phoneme read incorrectly or omitted.

7. At the end of 1 minute, place a bracket (]) after the last phoneme provided by the student and say, *"Stop."*

8. For repeated measurement when the student clearly understands the directions and procedure, use these shortened directions:

"When I say 'begin', start here (point to the first word), go across the page (point across the page), and read the words the best you can. Remember, you can tell me the sound of the letter or read the whole word. Put your finger under the first word. Ready, begin."

Nonsense Word Fluency Standard Scoring for 1-Minute Administration Kindergarten and 1st grade

WHAT IS A CORRECT SOUND?

The number of correct sounds are counted. This can be calculated by the individual sounds in the word or by the number of sounds in the complete word if the nonsense word is read as an intact word.

- *Correct Letter Sounds.* Underline the individual letters for phonemes produced correctly in isolation and give credit for each letter-sound correspondence produced correctly.

For example, if the stimulus word is “ik” and the student says /i/ /k/, the individual letters would be underlined, i k, with a score of 2.

- *Correct Words.* Underline the entire word if a student reads the word rather than the individual phonemes.

For example, if the nonsense word to be read is “bik” and the student says “bik”, the entire word would be underlined with a single line b i k. The student would receive a score of 3.

- *Self-Corrections.* If a student makes an error and corrects him/herself within 3 seconds, write “SC” above the letter or word and count it as correct.

- *Sounds Produced Out of Order.* Letter sounds produced in isolation but out of order are scored as correct.

For example, if stimulus word is “sim” and the student says, /m/ /i/ /s/, all letters would be underlined, s i m, with a score of 3.

- *Blended letter sounds* must be correct and in the correct place (beginning, middle, end) to receive credit.

For example, if stimulus word is “sim” and the student says, “mis”, only the “i” would be underlined, i, with a score of 1 because only the “i” was correct and in the correct place.

Note: Articulation and Dialect. The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language inferences. This is a professional judgment and should be based on the student’s responses and any prior knowledge of their speech patterns. For example, a student may

regularly substitute /th/ for /s/. If the stimulus word is “sim” and the student says “thim,” the letter “s” would be underlined and credit for a correct-letter sound correspondence would be given

WHAT IS AN INCORRECT SOUND?

- *Incorrect Letter Sounds.* Put a slash (/) through any individual phonemes produced incorrectly in a word.

For example, if the stimulus word is “sim” and the student says “sem”, the letters “s” and “m” would be underlined and the letter “e” would have a slash through it. The student would receive a score of 2.

- *3-Second Rule.* Students may read sound-by-sound, or word-by-word. Choose the 3-second rule that corresponds to how the student is reading.

Sound-by-Sound. If the student struggles with a sound for 3 seconds, say the sound, mark it as incorrect by drawing a slash (/) through it. Point to the next sound and say “what sound?”

Word-by-Word. If a student struggles with a word for 3 seconds, say the word, mark it as incorrect by drawing a slash (/) through the entire word. Point to the next word and say “what word?”

WHAT ABOUT REPETITIONS AND INSERTIONS?

- *Repeated Sounds.* Letter sounds pronounced twice while sounding out the word are given credit only once.

For example, if stimulus word is “sim” and the student says, /s/ /i/ /im/, the letter “i” is underlined once and the student receives 1 point for the phoneme “i” even though the letter “i” was pronounced correctly twice. The student would receive a score of 3.

- *Insertions.* Insertions are not scored as incorrect.

For example, if the stimulus word is “sim” and the student says “stim”, the letters “s,” “i,” and “m” would be underlined and full credit would be given for the word with no penalty for the insertion of /t/.

Note: Skipped Row. If a student skips an entire row, draw a line through the row and do not count the row in scoring.